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ABSTRACT

Rating scales, developed by the Southeastern Day Care Project, for evaluating the progress of children in day care centers and family day care homes are provided, together with interpretations and examples. The forms are for rating infants, two-year-olds, three-year-olds, and four- and five-year-olds. The Infant Rating Form is broken into segments of birth to three months, three to five months, five to nine months, six to twelve months, nine to fifteen months, eleven to fifteen months, twelve to eighteen months, fifteen to twenty-two months, fourteen to twenty-seven months, and seventeen to thirty months. The Two-Year Old Rating Form rates cognitive (including verbal and communication), social and emotional, motor skills, and hygiene and self-help growth. The Three-Year Old Rating Form rates development in the following areas: cognitive, motor skills, and hygiene and self-help. Skills rated in the Four- and Five-Year Olds Rating Form are cognitive, social and emotional, motor skills, and hygiene and self-help. The directions on each form indicate the frequency at which the scales should be administered. Included with the forms proper is an instruction page for those who administer the evaluation. (DB)

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EVALUATING CHILDREN'S PROGRESS

A Rating Scale for Children in Day Care

PS 006571

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Evaluating Children's Progress

A Rating Scale for Children in Day Care

March, 1973

SOUTHEASTERN DAY CARE PROJECT
Southern Regional Education Board
130 Sixth Street, N.W.
Atlanta, Georgia 30313

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THE DONNER FOUNDATION

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We also thank the staff in the project day care centers for sharing with SREB their experiences in using the SDCP scales.

INTRODUCTION. . .

The rating scales in this booklet were developed by the Southeastern Day Care Project* (SDCP). In developing a method of evaluating the progress of children in day care centers and family day care homes, the project staff had a number of ideas in mind. We wanted to develop a scale that could be administered by the day care staff, and that would provide immediate feedback to the people responsible for designing day care programs. We also wanted to avoid using tests that had not been standardized on populations with which we were concerned, and to avoid the kind of labeling that sometimes results from the misuse of such test scores.

With these things in mind, we put together a series of rating scales from items that had been standardized for children from infancy through five years of age. These items related directly to our objectives for the children; they have been agreed upon by parents as well as professionals in the fields of child development and early childhood education.

Staff in our demonstration programs have found these rating forms to be useful in planning effectively for each individual child as well as for the total group of children. We had originally trained the directors of programs, and they in turn trained their own staff to administer the scale, but we decided that if the scales were to be useful to our own and to other programs, we needed an instruction booklet to provide consistency in interpreting the various items.

All groups planning day care programs have permission to reproduce and use the forms to evaluate the children in their programs. We hope that this publication and the scales which are included will be useful to a wide variety of day care programs.

Nancy E. Travis, Director
Southeastern Day Care Project

**The Southeastern Day Care Project was a demonstration project funded by grants from the Donner Foundation and Title IV-A of the Social Security Amendments of 1967. The program was carried on in the eight states of HEW Region IV (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina and Tennessee). The Southern Regional Education Board coordinated the project and provided training, assistance and evaluation of the programs over the three-year period of the project.*

USING THE FORMS. . .

Carol is a chubby and very active three-year-old. We might never have noticed that she hardly ever said anything, because in a group Carol was not a particular problem. Fortunately, we were using the SDCP rating forms to check the progress and to identify the needs of the children. When we focused on Carol to do the rating, we realized that she was unable to name objects, that she never asked for anything, and naturally didn't use whole sentences. Because we did the rating, these weaknesses were identified.

Carol liked to play with blocks, putting them in a wagon and pulling it around, so we built upon this activity. The staff gave her more individual attention, made up games in which she would have to ask for the blocks, count them, name the pictures on them. As Carol began to verbalize more, we incorporated these games into the group activities.

This is just an example of how the ratings can be used; of the quick and frequent feedback they provide on what the individual as well as what the group needs are. The ratings are valuable in identifying trouble spots, specific areas that need attention, or in telling us when it's time to move on to other activities.

The ratings were developed by the Southeastern Day Care Project from known standards of normal development for children. The experts agree the items are indicators of normal development. The success or failure of an item is important to a child's development, but is not turned into a score or a label that will follow him as he gets older.

Normal development, though, does not mean that all children have to be alike. Each child is different. Each one needs to be approached in a different way, on a different level. It is hard to avoid thinking of the children as a group, thinking that most of the children can perform a certain task. The ratings have helped us to keep sight of the individual, causing us to focus exactly on one child. They make us sit down and say, "I'm going to take a new look at Johnny and take a close look. I've been working with him day in and day out, but he is changing and I want to keep up with him as an individual."

The SDCP rating forms are different from other tests or guides. We decided it was because they are easy to use. And that's important! If something is hard to use, we will probably find some way not to use it. Another advantage of the

ratings is that all of us on the staff are "qualified" to do the ratings, even though we have different backgrounds. We like that, because we feel we are most familiar with the child's real level of performance. The staff particularly likes the idea that you don't have to "set up" an artificial test situation, close the child off in a separate room, or pay special people to come in to give tests.

Since the items are specific outcomes, things one can see, experiences that are part of a child's everyday world, we make the ratings part of the daily activities and sometimes rate the child over a period of a week or two. Doing the ratings is like running through life skills that a child shows from day to day. That's different from testing for specific items, like "Do you know what a kangaroo is?"

There are many ways that the ratings can be done. Flexibility is important, for whatever will fit into the administrative structure and programming, whatever makes the ratings easier to use, will provide a more thorough method of feedback.

We do the first rating shortly after a child enters the program since the "test items" are so easily incorporated into the daily activities.

We rate the children frequently, according to the directions on each form. When we do them, we put the names and date on the forms before beginning, in order to get that chore done ahead of time. Then we check "yes" or "no" on every item as it occurs during the day. Sometimes we plan a game or activity to focus on an item, like doing cut-outs to test for using scissors, or play a circle game. Just in case we miss a child on an item, we keep a box of props to do the rating. The box has crayons, scissors, beads, cut-outs for comparing and matching, blocks, coins, etc.

Who does the ratings? There are several possibilities. One person can do the ratings--maybe someone who spends a lot of time with the child, or several people can sit down at nap time or some other convenient time and rate the child together. In cases where just watching the routine activities does not allow the worker to rate a child on an item, we plan activities that will provide an opportunity for the child to demonstrate the skill we are looking for.

The infant and two-year-old ratings are very simple since they are done mostly by daily observation. The other ratings require more specific observation of the child, but we rarely take a child into a separate room unless there are too many distractions. We also try to use objects that the child can manipulate instead of just pointing at things or talking in

abstracts. For example, we don't ask "What is bigger--a train or a bus?" neither of which is in the room. But we may hand the child two toy cars and ask him which is bigger.

When it comes to training new staff, the rating forms are a perfect introduction. We find that explaining the ratings to a new staff member helps him to understand what we're trying to do in the center, what some of our objectives are. It has been helpful to the whole staff to get together and talk about the ratings so that we know that everyone understands and interprets them the same way. For instance, even though the answers are "yes" and "no" on the ratings, we all know to interpret that as "usually Johnny can do this" or "usually Johnny can't." We like the flexibility in doing these ratings; it's important that we all understand and interpret the items the same way.

After a lot of discussions and meetings with all the centers that use the ratings, we have come up with common interpretations and examples. Before you do any ratings, read through the examples listed in this book. They begin on page 6. They contain specific explanations of some items for all the rating forms--infants, two-year-olds, three-year-olds, and four- and five-year-olds--that may not be self-explanatory. They also have illustrations that demonstrate what the item is testing. Only when each rater is sure he understands the test items can we apply the ratings in the same way. That is the only way we can be fair to every child in the program.

Copies of the rating forms begin on page 34. These are the forms to duplicate if you plan to use the SDCP method of evaluation in your program.

Southeastern Day Care Project Rating Forms

Interpretations and Examples

PS 006571

INFANT RATING FORM (Birth to Two Years)
(Rate at six-week intervals)

Birth to Three Months

1. Lifts head when held at shoulder

2. Smiles spontaneously

3. Responds to bell or rattle
   Child may look up, turn head in direction of sound, or smile at sound.

4. Follows moving person
   Child follows with eyes.

5. Follows objects 180°

6. Vocalizes - not crying (such as ah, eh or coos)

Three to Five Months

7. Smiles responsively
   Child returns smile.

8. Laughs aloud

9. Rolls over
   Child rolls from his stomach to his back or *from his back to his stomach without help.*

10. In sitting position head is erect and steady
    Child sits with slight support.

11. Smiles at mirror image
    Or reacts by approaching or manipulating; shows interest.

12. Both hands approach offered object (ball or rattle)

13. Crawling movements begin

Five to Nine Months

14. Transfers object, hand-to-hand

15. Sits without support

16. Squeals with joy or pleasure

17. Reaches and grasps toy

18. Holds two toys or two cubes
    Child holds toy in each hand at the same time.

Six to Twelve Months

19. Crawls or progresses on stomach or hitches in sitting position; progresses without walking

20. Gets to sitting position alone
Child pulls self up. Sits alone for short time.

21. Exhibits thumb-finger grasp or feeds self cracker

22. Imitates speech sounds
Child babbles, attempts words

23. Says "mama" and "dada" specifically

24. Vocalizes four different syllables
Does not have to be words. Child "pretends" he is talking.

25. Stands holding on
Child holds on to chair or some object or person.

Nine to Fifteen Months

26. Cooperates in playing pat-a-cake

27. Walks, holding on to furniture

28. Stands alone
Child stands unsupported; doesn't hold on to anything or person. May be unsteady, but can stand for about a minute.

29. Looks at pictures in baby picture book

Eleven to Fifteen Months

30. Walks alone, toddling
Child walks unsteadily with no support.

31. Neat pincer grasp, as picking up raisin

32. Indicates or gestures wants without crying
Child uses some sound or motion; e.g., shaking head "no," pointing, or holding out arms to tell he wants to be picked up.

33. Imitates words (record which words are used)

34. Drinks from cup or glass unassisted but spills occasionally

Twelve to Eighteen Months

35. Turns pages of a book

36. Has three words other than "mama" and "dada"

37. Stacks blocks two high

38. Scribbles spontaneously
Child uses pencil or crayon and makes marks on any surface.

Fifteen to Twenty-two Months

(Rate every two months)

39. Removes simple garment
Child takes off shoes, socks, pants, etc., without help if unfastened.

40. Walks backward

41. Stacks blocks three high

42. Walks up steps with help
Child walks upright, not on all fours, using wall, handrail or a person's hand. Two feet on a step at a time is permitted.

43. Carries, hugs doll or stuffed animal

Fourteen to Twenty-seven Months

(Rate every two months)

44. Throws ball overhand
Child throws ball without regard to direction or distance.

45. Runs

46. Uses spoon, spills

47. Names three pictures in a book
Should be pictures the child is familiar with. Ask child, "What is this?"

48. Points to parts of a doll (hair, mouth, hands, feet, etc.)
Ask child to "show me the baby's hair."

49. Uses words to make wants known
Uses real words or play words. For example, "milk," "go potty," "want cracker," "bye-bye."

Seventeen to Thirty Months

(Rate every two months)

50. Walks up steps alone

Child walks upright. May hold on to banister or wall, but not a person. Two feet on a step at a time is permitted.

51. Recognizes and points to five pictures

52. Makes sentences of two to three words

For example, "Daddy go," "Me get up," etc.

TWO-YEAR-OLD RATING FORM
(Rate at four-month intervals)

Cognitive (Including Verbal and Communication)

1. Uses words to express wants

2. Talks--names ten to fifteen objects and a few familiar people or pets, has a small noun-verb vocabulary

3. Uses pronouns "me" and "my," shows possessive spirit

4. Names three pictures in picture book
   Should be pictures child is familiar with. Ask child, "What's that?"

5. Points to parts of a doll or body (hair, mouth, eyes, etc.)

6. Makes two- and three-word sentences
   For example, "Daddy go," "me get up," etc.

7. Complies with simple commands such as retrieving or "no-no." Fetches, carries or goes
   Ask child to "go get," "bring baby."

8. Listens to short nursery rhymes
   Child listens and *is interested.*

9. Matches, compares familiar objects as to color or form, or size, or groups similar objects
   Ask child to "find me one like this," using blocks, etc.

10. Counts two, aware of "one more," knows "how many" to two.
    Ask child to "hand me one more," and "you count them."

Social and Emotional

11. Shows affection--carries or hugs doll, shows regard for people or possessions, fondles

12. Occupies self, initiates own play activities or upon simple suggestion

13. Explores, investigates surroundings, adventures in new ways

Motor Skills

14. Walks backward

15. Climbs--furniture and obstacles

16. Walks up steps with help--not on all fours
    Child may hold on to banister or wall, but not a person. Two feet on a step at a time is okay.

17. Kicks ball forward

18. Throws ball overhand (not directed in aim)

19. Runs

20. Stacks blocks three high
Child does not have to count blocks. Only looking for coordinated hand movements. Use fairly big blocks.

21. Unwraps, removes covers from candy or other objects, or peels bananas

22. Disassembles--takes simple objects apart with minimal difficulty, unfastens clothing
May use toys, pots, puzzles, etc., to "take apart."

Hygiene and Self-Help

23. Drinks from cup or glass unassisted, but spills occasionally

24. Removes simple garment
Child takes off shoes, socks, pants, etc., without help if unfastened.

25. Uses spoon, spills a lot

26. Begins toilet training, asks for toilet

27. Shows pride in toilet achievement and concern about failures

THREE-YEAR-OLDS RATING FORM (From Age Three to Age Four)
(Rate at six-month intervals)

Cognitive

1. Compares size — Extends "matching" concept to size, as "big" or "little." Comparisons may be easy, but should be verbalized.
   Child chooses between two items-- "Show me the little block" (spoon, doll, etc.), "the big block."

2. Counts three — Extends concept of counting to three. Understands process of counting beyond two. May rote count beyond this.
   Ask child to "hand me three pieces of candy from the bowl" (or three blocks from the pile).

3. Dramatizes — Acts out, singly or with others, simple stories, Mother Goose rhymes and characters and scenes. Acts out role playing.
   May make up from book or story that group has been reading.

4. Uses plurals
   Take into account that the 's' may sound different if the child comes from a different cultural or language background.

5. Converses — In short sentences, answers questions, gives information, repeats, uses language to convey simple ideas.

6. Sings — Sings short snatches of songs
   Songs such as "Happy Birthday" or "Jingle Bells" pass. At least one chorus or verse.

7.	Knows name	Gives first and last name.
8.	Names pictures and tells action	Names pictures, and on request tells the action; e.g., "Baby is sleeping," or can identify the usage of things in pictures; "Show me the one you wear." *Should be familiar things or actions within the child's experience. Doesn't have to connect actions into a story.*
9.	Plays beside	Plays singly with sustained interest alongside or among other children or with adults, pets, or belongings with little disturbance or disturbing.

10. Plays with

Interacts with another child or children. Interpersonal play with other children, pets, or adults.

11. Helps

Helps at little household tasks or errands.
Child puts away toys or helps set table when asked.

12. Knows and relates to own sex

Can respond correctly to "Are you a little boy or a little girl?" Relates and acts accordingly.
Child is able to join in activities usually associated with his or her own sex.

Motor Skills

13. Assembles — Puts simple parts together not requiring much mechanical skill.
Child puts things together such as puzzles, toys.

14. Builds — Uses simple building blocks, color blocks, construction toys. Shows imagination.
Child builds something in sand, builds with blocks, toys, etc.

15. Copies circle — Draws a circle, usually from copy.
Can be recognized as a circle. Does not have to be closed.

16. Builds tower — Stacks blocks eight high in imitation of one you do.

17. Jumps in place
Child does so on command or in imitation. Jumps on both feet.

18. Walks down stairs — One step per tread.
Child does so without adult help. May use hand rail.

19. Balances — On one foot for one second.

20. Throws ball purposely overhand — Distance, direction and accuracy not essential, but should be more than grossly random.

Hygiene and Self-Help

21. Is toilet trained — Exercises bladder and bowel control.
Occasional accidents may happen.

22.	Uses toilet alone	Cares for self at toilet (goes to toilet alone without help, knows papering). Pulls up and pulls down own clothes but may require help.
23.	Dresses	Puts on coat or dress with help on hard parts, but need not button.
24.	Puts on shoes	Puts on shoes, not tied. *Verbal directions permitted.*
25.	Feeds alone	Feeds self well alone.
26.	Washes hands	Washes and dries hands acceptably - unaided.

FOUR- AND FIVE-YEAR-OLDS RATING FORM (From Age Four to Age Six)
(Rate at eight-month intervals)

Cognitive

1. Knows parts of body — Can identify by pointing to or matching all major visible parts of the body.

2. Counts to four — Counts four objects and knows what he is doing--does not do it by rote memory. *Child counts four spaces when playing a game or hands you four forks or blocks, etc., when asked.*

3. Draws square

Can draw a square design (angle corners and about equal sides) with crayon, pencil or pen, on paper or suitable surface. Design may be drawn with our without copy or as part of other drawing.

4. Uses connected sentences

Tells experiences or simple events in sequence (beginning, middle, end). Uses sentence combinations.

Listen carefully!

5. Draws (1)

Draws human figure with head, body, arms and legs.

This may be seen from pictures the child usually draws of people. Arms coming out of the head, or stick figures are okay.

6. Names coins — Names correctly three of four--penny, nickel, dime or quarter and does not confuse them. He need not know their numerical value or their relative worth.

7. Recites — Reproduces short verses, rhymes, little songs from memory, or makes them up.
One verse or chorus is enough. Doesn't have to be perfect.

8. Speaks clearly — Speaks clearly enough so that a stranger can understand him.

9.	Knows age	Tells age to last or nearest birthday in whole years. May know age to years and months or to next age. Must be more than rote memory; that is, his age should have meaning to him. *Ask child, "How old will you be next year?" "How old were you last year?"*
10.	Names colors	Tells and selects names of primary colors (red, green, yellow, blue) when pointing out an object.
11.	Draws triangle	Same as drawing a square except for difference in design.
12.	Knows address	Can give address (street and number) correctly.
13.	Knows simple relative concepts	Understands concept of weight (heavy and light). *Avoid abstract examples.*

14. Understands concept of temperature (hot and cold). For example, which is hot--peas or salad?

15. Understands concept of size (large and small).

16. Knows simple relative concepts — Understands concept of distance (far and near).

17. Uses prepositions correctly — Knows the meaning of prepositions such as up and down, in and out, over and under. *For example, play 'Simon Says.' "Put car in, on, under box."*

18. Prints — Prints first name when requested or for self-satisfaction.

19. Knows seasons — Knows seasons of the year and how they relate to events (school starts in the fall; Christmas comes in winter).

20.	Draws (2)	Draws human figure with head, body, arms and legs, indications of hands and feet, and symbols for eyes and mouth. *Don't prompt!*

Social and Emotional

21.	Tells name Self esteem	Identifies self by first and last name. Gives both names when asked.
22.	Is secure	Able to separate from mother without crying. *The first few days don't really count.*
23.	Relates positively to adults	Relates positively--asks for help, asks approval, but is not overly dependent.
24.	Relates positively to children	Seeks a child to play with or responds to overtures from another child.
25.	Plays cooperatively	Plays in groups (two, three or more children), observes rules in a game or in competition.
26.	Shares	Shares toys and materials with other children. *When rating, remember that "yes" is* usually yes, *not* always yes.
27.	Takes turns	Asks for a turn, awaits his turn without too much impatience. *Remember that "yes" is* usually yes, *not* always.

28.	Identifies others	Knows the names of and calls by name two adults on staff or two other children.
29.	Helps	Helps or offers to do something, such as to help set places at lunch or help clean up.
30.	Sings	Joins in song or group games with others--children's songs, action songs; memorizes words and melodies, shares in events when singing is desired.
31.	Persistence	Persists on problem-solving games such as matching games, puzzles, and/or can sit at a chosen task until completed or at least 15 minutes.
32.	Pride	Shows pride in accomplishment or products he creates such as painting, block building, etc.

33.	Protects self	Stands up for own rights, does not permit other children to constantly take advantage of him.
34.	Amuses self	Makes purposeful use of equipment or activity during free play time. *Can decide what to do without being told.*
35.	Pays attention	Can sit through a complete story selected for the age group. Listens to a story that the teacher is reading and looks at pictures to follow the story.

Motor Skills

36.	Climbs	Is able to climb equipment provided for that purpose.
37.	Catches	Catches a 12-inch ball or beach ball when it is thrown to him.
38.	Hops	On one foot alone--four steps.
39.	Skips	Hops on one foot, then the other, in continuous movement from place to place.
40.	Strings or threads	Can thread beads or spools on string.

41.	Use of scissors	Understands use of scissors and can cut a piece of paper.
42.	Hammers	Can hammer nails into a board until they are secure.

Hygiene and Self-Help

43.	Dresses self	Unfastens and removes and/or replaces and fastens most of his own clothes without help or undue delay. Need not tie laces or put on rubbers. Fastens large buttons.
44.	Use of spoon	Can use spoon effectively. *Uses efficiently. Doesn't necessarily hold in the approved manner.*
45.	Use of fork	Can use fork effectively. *Uses efficiently. Doesn't necessarily hold in the approved manner.*
46.	Toilets self	Cares for ordinary toilet needs without undue assistance. Manages clothing, cleansing (papering) and bathroom facilities acceptably according to conventional routine.
47.	Washes face and hands	Wipes water on face, and uses soap on hands and rinses hands. Need not do a perfect job.

48.	Brushes teeth after meals	Handles toothbrush effectively when given instruction.
49.	Samples food	Will try new foods when served.
50.	Fastens	Buckles, laces, zips, knots with only minor help.
51.	Ties	Ties a bow on shoes.

Southeastern Day Care Project Rating Forms

The following are the actual forms as they are meant to be used. Reproduction is possible by mimeograph, Xerox, or any other means of copying. Depending on the age group your program serves, you may want to reproduce all of the forms or maybe only one or two, and then reproduce them as needed.

Included also is an instruction page which you might want to reproduce and distribute to all those administering the evaluation so that they can refer to it quickly and easily.

INSTRUCTIONS. . .
For Using the Southeastern Day Care Rating Forms

What

The SDCP rating forms are a compilation of items describing behavior, knowledge or skills appropriate for various age levels and indicative of normal child development patterns.

Who

The day care staff member with close and intimate knowledge of the individual child should rate the child. The rater should give a "yes" score on items which the child *is usually capable* of demonstrating and a "no" score for items on which the child *usually does not* demonstrate ability to perform.

How

Many of the items describe behavior or skills that a child will naturally exhibit or demonstrate during the normal range of activities of day care. However, it may be necessary for the rater to use simple tasks or "test" situations interspersed through daily activities to determine the child's rating on the various items.

When

Initial rating should start with items appropriate for the child's age group. For children below age two, the rating should occur very soon after enrollment. Items for very young children are readily apparent, and do not require prolonged acquaintance with the child to determine the correct rating. Children age two and above should be rated as soon as staff members feel well enough acquainted with the child's development and skills to permit an accurate rating. For all children, a period of adjustment to day care may be required before the child will exhibit the development patterns he has already achieved. However, for infants, a period of adjustment no longer than two weeks should be allowed before the first rating. A longer wait might miss patterns of development on enrollment, since development occurs at a rapid rate in this age.

Repeat Ratings

Suggested intervals for repeated ratings on each child are indicated on the rating form for the age group. Infants should be rated more frequently than five-year-olds, because their rate of development is faster. The suggested intervals are maximum ones; you may rate more often if desired.

Progress Notes

We have found it helpful to attach an extra sheet to each rating form to note any unusual behavior observed, special activities recommended, or any evidence of progress.

Where

Ratings can be kept in the child's folder.

SOUTHEASTERN DAY CARE PROJECT RATING FORM FOR INFANTS
(Birth to Two Years)

Rate at six-week intervals

Rate on the group of items listed in the age range closest to the child's actual age. If child is rated negatively on these items, move to younger age items. If child is rated positively on these items, move through to older age items, until child is negative on most of the items in that range.

Name of Child_____ Date of Birth_____

	Date of Rating		Date of Rating		Date of Rating	
	Week of:		Week of:		Week of:	
	Mo. Day Yr.		*Mo. Day Yr.*		*Mo. Day Yr.*	
	Child's age___		Child's age___		Child's age___	
	Rater		*Rater*		*Rater*	
	YES	NO	YES	NO	YES	NO
Birth to Three Months						
1. Lifts head when held at shoulder	___	___	___	___	___	___
2. Smiles spontaneously	___	___	___	___	___	___
3. Responds to bell or rattle	___	___	___	___	___	___
4. Follows moving person	___	___	___	___	___	___
5. Follows objects 180°	___	___	___	___	___	___
6. Vocalizes-not crying such as ah,eh or coos	___	___	___	___	___	___

	YES	NO	YES	NO	YES	NO
Three to Five Months						
7. Smiles responsively	____	____	____	____	____	____
8. Laughs aloud	____	____	____	____	____	____
9. Rolls over	____	____	____	____	____	____
10. In sitting position, head is erect and steady	____	____	____	____	____	____
11. Smiles at mirror image	____	____	____	____	____	____
12. Both hands approach offered object (ball or rattle)	____	____	____	____	____	____
13. Crawling movements begin	____	____	____	____	____	____
Five to Nine Months						
14. Transfers object, hand-to-hand	____	____	____	____	____	____
15. Sits without support	____	____	____	____	____	____
16. Squeals with joy or pleasure	____	____	____	____	____	____
17. Reaches and grasps toy	____	____	____	____	____	____
18. Holds two toys or two cubes	____	____	____	____	____	____
Six to Twelve Months						
19. Crawls or progresses on stomach or hitches in sitting position; progresses without walking	____	____	____	____	____	____

	YES	NO	YES	NO	YES	NO
20. Gets to sitting position alone	____	____	____	____	____	____
21. Exhibits thumb-finger grasp or feeds self cracker	____	____	____	____	____	____
22. Imitates speech sounds	____	____	____	____	____	____
23. Says "mama" and "dada" specifically	____	____	____	____	____	____
24. Vocalizes four different syllables	____	____	____	____	____	____
25. Stands holding on	____	____	____	____	____	____
Nine to Fifteen Months						
26. Cooperates in playing pat-a-cake	____	____	____	____	____	____
27. Walks, holding on to furniture	____	____	____	____	____	____
28. Stands alone	____	____	____	____	____	____
29. Looks at pictures in baby picture book	____	____	____	____	____	____
Eleven to Fifteen Months						
30. Walks alone, toddling	____	____	____	____	____	____
31. Neat pincer grasp, as picking up raisin	____	____	____	____	____	____
32. Indicates or gestures wants without crying	____	____	____	____	____	____

	YES	NO	YES	NO	YES	NO
33. Imitates words (record which words are used)	____	____	____	____	____	____
34. Drinks from cup	____	____	____	____	____	____
Twelve to Eighteen Months						
35. Turns pages of a book	____	____	____	____	____	____
36. Has three words other than "mama" and "dada"	____	____	____	____	____	____
37. Stacks blocks two high	____	____	____	____	____	____
38. Scribbles spontaneously	____	____	____	____	____	____
Fifteen to Twenty-two Months (Rate every two months)						
39. Removes simple garment	____	____	____	____	____	____
40. Walks backward	____	____	____	____	____	____
41. Stacks blocks three high	____	____	____	____	____	____
42. Walks up steps with help	____	____	____	____	____	____
43. Carries, hugs doll or stuffed animal	____	____	____	____	____	____
Fourteen to Twenty-seven Months						
44. Throws ball overhand	____	____	____	____	____	____
45. Runs	____	____	____	____	____	____

	YES	NO	YES	NO	YES	NO
46. Uses spoon, spills	___	___	___	___	___	___
47. Names three pictures in book	___	___	___	___	___	___
48. Points to parts of a doll (hair, mouth, hands, feet, etc.)	___	___	___	___	___	___
49. Uses words to make wants known	___	___	___	___	___	___

Seventeen to Thirty Months

50. Walks up steps alone	___	___	___	___	___	___
51. Recognizes and points to five pictures	___	___	___	___	___	___
52. Makes sentences of two or three words	___	___	___	___	___	___

SOUTHEASTERN DAY CARE PROJECT RATING FORM FOR TWO-YEAR-OLDS

Rate at four-month intervals

Child's Name_____ Date of Birth_____

Date of Enrollment in Day Care_____ Date of Rating_____
Mo. Day Yr.

Rater's Name_____ _____
Position

	YES	NO
Cognitive (Including Verbal and Communication)		
1. Uses words to express wants	____	____
2. Talks--names ten to fifteen objects and a few familiar people or pets, has a small noun-verb vocabulary	____	____
3. Uses pronouns "me" and "my," shows possessive spirit	____	____
4. Names three pictures in picture book	____	____
5. Points to parts of a doll or body (hair, mouth, eyes, etc.)	____	____
6. Makes two or three word sentences	____	____
7. Complies with simple commands such as retrieving, or "no-no." Fetches, carries or goes	____	____
8. Listens to short nursery rhymes	____	____
9. Matches, compares familiar objects as to color, form or size; groups similar objects	____	____
10. Counts two, aware of "one more," knows "how many" to two	____	____

	YES	NO
Social and Emotional		
11. Shows affection--carries or hugs doll, shows regard for people or possessions, fondles	____	____
12. Occupies self, initiates own play activities or on simple suggestion	____	____
13. Explores, investigates surroundings, adventures in new ways	____	____
Motor Skills		
14. Walks backward	____	____
15. Climbs--furniture and obstacles	____	____
16. Walks up steps with help--not on all fours	____	____
17. Kicks ball forward	____	____
18. Throws ball overhand (not directed in aim)	____	____
19. Runs	____	____
20. Stacks blocks three high	____	____
21. Unwraps, removes covers from candy or other objects or peels bananas	____	____
22. Disassembles--takes simple objects apart with minimal difficulty, unfastens clothing	____	____

	YES	NO
Hygiene and Self-Help		
23. Drinks from cup or glass unassisted but spills occasionally	____	____
24. Removes simple garment	____	____
25. Uses spoon, spills a lot	____	____
26. Begins toilet training, asks for toilet	____	____
27. Shows pride in toilet achievement and concern about failures	____	____

SOUTHEASTERN DAY CARE PROJECT RATING FORM FOR THREE-YEAR-OLDS
(From Age Three to Age Four)

Rate at six-month intervals

Child's Name_____ Date of Birth_____

Date of Enrollment in Day Care_____ Date of Rating_____
Mo. Day Yr.

Rater's Name_____ _____
Position

			YES	NO
Cognitive				
1.	Compares size	Extends "matching" concept to size, as "big" or "little." Comparisons may be easy, but should be verbalized	____	____
2.	Counts three	Extends concept of counting to three. Understands process of counting beyond two. May rote count beyond this	____	____
3.	Dramatizes	Acts out, singly or with others, simple stories, Mother Goose rhymes and characters and scenes. Acts out role playing	____	____
4.	Uses Plurals		____	____
5.	Converses	In short sentences, answers questions, gives information, repeats, uses language to convey simple ideas	____	____
6.	Sings	Sings short snatches of songs	____	____
7.	Knows name	Gives first and last name	____	____

			YES	NO
8.	Names pictures and tells action	Names pictures, and on request tells the action; e.g., "Baby is sleeping," or can identify the usage of things in the pictures, "Show me the one you wear."	____	____

Social and Emotional

9.	Plays beside	Plays singly with sustained interest alongside or among other children or with adults, pets or belongings, with little disturbance or disturbing.	____	____
10.	Plays with	Interacts with another child or children. Interpersonal play with other children, pets or adults.	____	____
11.	Helps	Helps at little household tasks or errands.	____	____
12.	Knows and relates to own sex	Can respond correctly to "Are you a little boy or a little girl?" Relates and acts accordingly.	____	____

Motor Skills

13.	Assembles	Puts simple parts together not requiring much mechanical skill	____	____
14.	Builds	Uses simple building blocks, color blocks, construction toys. Shows imagination.	____	____
15.	Copies circle	Draws a circle, usually from copy	____	____

			YES	NO
16.	Builds tower	Stacks blocks eight high in imitation of one you do.	____	____
17.	Jumps in place	Does so on command or in imitation. Jumps on both feet.	____	____
18.	Walks down stairs	One step per tread	____	____
19.	Balances	On one foot for one second	____	____
20.	Throws ball purposely overhand	Distance, direction and accuracy not essential, but should be more than grossly random.	____	____

Hygiene and Self-Help

21.	Is toilet trained	Exercises bladder and bowel control	____	____
22.	Uses toilet alone	Cares for self at toilet (goes to toilet alone without help, knows papering). Pulls up and pulls down own clothes, but may require help.	____	____
23.	Dresses	Puts on coat or dress with help on hard parts, but need not button.	____	____
24.	Puts on shoes	Does not need to tie. Verbal directions permitted.	____	____
25.	Feeds alone	Feeds self well alone	____	____
26.	Washes hands	Washes and dries hands acceptably - unaided	____	____

SOUTHEASTERN DAY CARE PROJECT RATING FORM FOR FOUR- AND FIVE-YEAR-OLDS
(From Age Four to Age Six)

Rate at eight-month intervals

Child's Name_____ Date of Birth_____

Date of Enrollment in Day Care_____ Date of Rating_____
Mo. Day Yr.

Rater's Name_____ _____
Position

			YES	NO
Cognitive				
1.	Knows parts of body	Can identify by pointing to or matching all major visible parts of the body.	____	____
2.	Counts to four	Counts four objects and knows what he is doing. Does not do it by rote memory.	____	____
3.	Draws square	Can draw a square design (angle corners and about equal sides) with crayons, pencil, or pen on paper or suitable surface. Design may be drawn with or without copy or as part of other drawing.	____	____
4.	Uses connected sentences	Tells experiences or simple events in sequence (beginning, middle, end). Uses sentence combinations.	____	____
5.	Draws (1)	Draws human figure with head, body, arms and legs.	____	____
6.	Names coins	Names correctly three of four: penny, nickel, dime or quarter, and does not confuse them. He need not know their numerical value or their relative worth.	____	____

			YES	NO
7.	Recites	Reproduces short verses, rhymes, little songs from memory--or makes them up.	____	____
8.	Speaks clearly	Speaks clearly enough so that a stranger can understand him.	____	____
9.	Knows age	Tells age to last or nearest birthday in whole years. May know age to years and months or to next age. Must be more than rote memory; that is, his age should have meaning to him	____	____
10.	Names colors	Tells and selects names of primary colors (red, green, yellow, blue) when pointing out an object.	____	____
11.	Draws triangle	Same as drawing square except for difference in design.	____	____
12.	Knows address	Can give address (street and number) correctly.	____	____
13.	Knows simple relative concepts	Can relate concept of weight (heavy and light).	____	____
14.		Understands concept of temperature (hot and cold).	____	____
15.		Understands concept of size (large and small).	____	____
16.		Understands concept of distance (far and near).	____	____

			YES	NO
17.	Uses prepositions correctly	Knows the meaning of prepositions such as up and down, in and out, over and under.	____	____
18.	Prints	Prints first name when requested or for self-satisfaction.	____	____
19.	Knows seasons	Knows seasons of the year and how they relate to events (school starts in the fall; Christmas comes in winter).	____	____
20.	Draws (2)	Draws human figure with head, body, arms and legs, indications of hands and feet, and symbols for eyes and mouth.	____	____

Social and Emotional

21.	Tells name Self esteem	Identifies self by first and last name. Gives both names when requested.	____	____
22.	Is secure	Able to separate from mother without crying.	____	____
23.	Relates positively to adults	Relates positively--asks for help, asks for approval, but is not overly dependent.	____	____
24.	Relates positively to children	Seeks a child to play with, or responds to overture from other child.	____	____
25.	Plays cooperatively	Plays in groups (two, three or more children), observes rules in a game or in competition.	____	____
26.	Shares	Shares toys and materials with other children.	____	____

			YES	NO
27.	Takes turns	Asks for a turn, awaits his turn without too much impatience.	____	____
28.	Identifies others	Knows the name of and calls by name two adults on staff, or two other children.	____	____
29.	Helps	Helps or offers to do something, such as help set places at lunch or helps clean up.	____	____
30.	Sings	Joins in song or group games with others--children's songs, action songs; memorizes words and melodies, shares in events when singing is desired.	____	____
31.	Presistence	Presists on problem-solving games such as matching games, puzzles, and/or can sit at a chosen task until completed or at least 15 minutes.	____	____
32.	Pride	Shows pride in accomplishment or products he creates such as painting, block building, sand castle.	____	____
33.	Protects self	Stands up for own rights, does not permit other children to constantly take advantage of him.	____	____
34.	Amuses self	Makes purposeful use of equipment or activity during free play time.	____	____
35.	Pays attention	Can sit through a complete story selected for the age group. Listens to a story that the teacher is reading and looks at pictures to follow the story.	____	____

			YES	NO
Motor Skills				
36.	Climbs	Is able to climb equipment provided for that purpose.	____	____
37.	Catches	Catches a 12-inch ball or beach ball when it is thrown to him.	____	____
38.	Hops	On one foot--four steps.	____	____
39.	Skips	Hops on one foot, then the other, in continuous movement from place to place.	____	____
40.	Strings or threads	Can thread beads or spools on string.	____	____
41.	Use of scissors	Understands use of scissors and can cut a piece of paper.	____	____
42.	Hammers	Can hammer nails into a board until they are secure.	____	____
Hygiene and Self-Help				
43.	Dresses self	Unfastens and removes and/or replaces and fastens most of his own clothes without help or undue delay. Need not tie laces or put on rubbers. Fastens large buttons.	____	____
44.	Use of spoon	Can use spoon effectively	____	____
45.	Use of fork	Can use fork effectively	____	____

			YES	NO
46.	Toilets self	Cares for ordinary toilet need without undue assistance. Manages clothing, cleansing (papering) and bathroom facilities acceptably according to conventional routine.	____	____
47.	Washes hands and face	Wipes water on face, and uses soap on hands and rinses hands. Need not do a perfect job.	____	____
48.	Brushes teeth after meals	Handles toothbrush effectively when given instruction.	____	____
49.	Samples food	Will try new foods when served.	____	____
50.	Fastens	Buckles, laces, zips, knots with only minor help.	____	____
51.	Ties	Ties a bow on shoes	____	____